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ABSTRACT

This fifty-item test is intended for the 'Responsibility' unit of the 'Law in a Free Society' materials published by the California Bar Association. The test was administered as a pre- and post-test to more than 600 grade 11 students. The pre-test data for all students were item-analyzed and the results are made available along with a table of specifications and objectives covered by the test. The post-test data of a random sample of 44 students were also analyzed and the results of that analysis are also being made available. The reliability estimates range between .81 for the post-test to .86 for the pre-test. Several items have negative discrimination indices and those should be revised or discarded before preparing a revised version of the test. (Author/GK)

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ED208000

The Development and Analysis of a Test on 'Responsibility' For High School Students

by

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Abstract

This fifty item test is intended for the 'Responsibility' unit of the 'Law in a Free Society' materials published by the California Bar Association. The test was administered as a pre and post test to more than six hundred grade 11 students. The pre test data for all students was item-analyzed and the results are being made available, along with a table of specifications and objectives covered by the test. The post test data of a random sample of 44 students was also analyzed and the test results of that analysis are also being made available.

The reliability estimates range between .81 for the post test to .86 for the pre test. Several items have negative discrimination indices and those should obviously be revised or discarded before preparing a revised version of the test.

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RESPONSIBILITY TEST

GRADES 7 AND 11

1980-81 School Year

DIRECTIONS FOR THE TEST ADMINISTRATOR

Before Testing

1. Distribute the sheet consisting of the Table of Specifications at least a day before the administration of the test.

2. One of the sides of the answer sheets contains an example; however, the side which does not have an example should be used.

3. As the scoring is to be done by the teachers with the help of the scoring keys provided, students need to write their names only, on the answer sheets.

During Testing

1. Make sure that the students do NOT write on the tests; student names, answers to test questions, etc., should be written on the IBM answer sheets provided.

2. Read the 'Note' in the beginning of the test and the directions which follow, to the students as they read those to themselves.

After Testing

1. Send a copy of the roster of scores to the Department of Research and Evaluation by March 27, 1981.

2. Return all copies of the test to the Department of Research and Evaluation as soon as possible.

Objectives Covered by the Responsibility Test

1. Given situations the student will correctly identify each as examples of legal, political, or moral responsibility.

2. Given situations the student will correctly identify which specific type of benefit of responsible behavior was gained.

3. Given a list of terms, the student will be able to correctly identify specific types of benefits and costs of responsible behavior.

4. The student will be able to classify given situations as benefits and/or costs of responsible behavior.

5. The student will be able to match a given situation with a course of action which represents an analytical approach to resolving conflicts between competing responsibilities.

6. The student will be able to match a given situation with the correct group of competing responsibilities.

7. Given a list of randomly ordered steps for dealing with responsibility conflicts and decisions concerning their management, the student will be able to correctly identify the proper sequence of steps.

8. Given examples the student will correctly identify which specific criterion for determining responsibility is or is not applicable in each instance.

9. The student will be able to correctly determine which of a set of given examples demonstrates or violates specific types of social responsibility.

10. Given examples the student will be able to correctly determine which actions will or will not encourage responsible behavior.

HIGH SCHOOL RESPONSIBILITY TEST

TABLE OF SPECIFICATIONS

% of Test	Topics	Knowledge Remembering or Recall	Higher Than Knowledge Understanding and Thinking
10%	Kinds of Responsibility excluding social responsibility	1	4
40%	Benefits & Costs of Responsibility	8	12
20%	Criteria for determining Responsibility	6	4
10%	Social Responsibility	1	4
5%	Responsibility Conflicts Analysis and Management	1	2
15%	Ways of Promoting Responsible Behavior	0	7
	Total	17	33

RESPONSIBILITY TEST - Grade 11

Time: 40 minutes

Total possible points: 50

NOTE: Words and terms used in this test are subject to different individual interpretations. Therefore, the correctness of answers on this test will be based upon the terms as defined and concepts as presented in the LAW IN A FREE SOCIETY, civic education project book, A Curriculum on Responsibility, part V, pp. 26-36, "grades 10-12 guidelines for the development of lesson plans on responsibility."

Directions: Please do not write anything on this test. Use the answer sheet provided. Select the best answer to the following questions and darken the spaces under the answers of your choice, using number 2 pencils. If you change your mind erase your first answer completely.

1. A woman in the United States can legally have an abortion in the first three months of pregnancy. Pregnant women who choose not to have an abortion because they believe it to be wrong base their decisions on which kind of responsibility?

   a. Legal
   b. Political
   c. Social
   d. Moral

2. All of the following are considered examples of political responsibility EXCEPT:

   a. voting
   b. keeping informed on important issues
   c. going to town meetings
   d. giving money to charity

3. Norman Smith believes that paying his Federal Income taxes is sinful. He feels that most of the money raised this way is wasted and that wastefulness is wrong. He pays his taxes, however, because he does not want to go to jail. He feels which kind of responsibility to the government?

   a. Legal
   b. Political
   c. Social
   d. Moral

4. The use of standards and values of religious beliefs as a basis for actions is an example of using which kind of responsibility?

   a. Social
   b. Political
   c. Moral
   d. Legal

-over-

5. In the United States all of the following are considered examples of legal responsibility EXCEPT:

   a. obeying the speed limit
   b. paying taxes
   c. fulfilling contractual obligation
   d. attending a religious service

6. Since childhood Mark was taught and believed that any form of cheating was bad, but his best friend wanted Mark to help him cheat on a Chemistry test. Mark was caught in a conflict of responsibilities between loyalty to his friend and not cheating. Determine which of the following courses of action Mark should take.

   a. Agree to help his friend cheat on the test.
   b. Tell the teacher that his friend wanted to cheat on the test.
   c. Examine alternative means of resolving the conflict.
   d. Wait until the moment of the test to decide what to do.

7. On the night of April 14, 1865 the guard assigned to protect President Abraham Lincoln at Ford's Theater decided to leave his post at the door of the President's box. Lincoln's guard had been drinking that night and left to get a better view of the play. Assuming Lincoln's guard could have prevented Booth from shooting the President, by which of the following criteria could he be held most responsible for Lincoln's death?

   a. Constraints on unencumbered choices
   b. More compelling responsibility
   c. Guilt and shame
   d. Causality

8. John Quirk was drunk again, only this time he decided to drive his own car home rather than take a cab. When John arrived at his house, he was soon arrested and charged with manslaughter. It seems that what John had thought was a bump in the road turned out to be a pedestrian, who was killed when John's car hit him. John can be held LEAST responsible for the death of the pedestrian by which of the following criteria?

   a. Knowledge
   b. Causality
   c. Obligation
   d. Choice

-Go to next page-

9. President Harry S. Truman believed that he had only two realistic choices to end World War II with Japan. He could allow atomic bombs to be dropped shocking Japan into surrender and thereby killing and injuring many thousands of Japanese civilians or he could order the launching of a massive invasion of Japan and risk the loss of as many as one million American and Japanese lives. Truman decided to allow the dropping of the atomic bombs thus ending the second World War. By which of the following criteria would President Truman be held LEAST responsible for the loss of thousands of Japanese lives which resulted from the dropping of the two atomic bombs?

   a. Knowledge
   b. More compelling responsibilities
   c. Choices
   d. Causality

10. Soon after Robert Upton had robbed the Cityville National Bank he pounded on Sylvia Johnson's door and sought her apartment as a hiding place. Because she didn't know Robert had planned to rob a bank, Sylvia momentarily wondered whether she should allow Robert to hide in her apartment or not. She realized that harboring a fugitive was against the law and that Robert was willing to find another place to hide. However, she felt that if Robert left her apartment the risk of his being caught would be increased. She loved Robert too much to turn him away. By which of the following criteria could Sylvia be held responsible for the bank robbery?

   a. Knowledge
   b. Causality
   c. Both of the above
   d. Neither of the above

11. Some American citizens felt that the United States' involvement in the war in Vietnam was wrong. They also felt that it was the duty of the citizens to obey the law and serve in the armed forces if drafted even though they might want to leave the country. In addition, these citizens understood that draft evasion was a crime which could result in imprisonment. Which answer below best describes the competing responsibilities of these citizens?

   a. Interpersonal, familial, political
   b. Economic, legal, political
   c. Political, legal, moral
   d. None of the above.

12. The following steps are generally taken to resolve and/or manage conflicts dealing with responsibility. Read these carefully.

   1. Decide what are all the possible alternative means for managing the conflict.
   2. Decide what the competing responsibilities are.
   3. Decide how the conflict should be managed.

Which of the steps above will you take first and which one last? From the following, select the choice, which represents the order in which you will take the steps listed above.

   a. 1, 2, 3
   b. 1, 3, 2
   c. 2, 1, 3
   d. 3, 2, 1
   e. None of the above

USE THE CHOICES BELOW TO ANSWER QUESTIONS 13, 14 and 15.

Choices:

a. Respectability
b. Predictability
c. Efficiency and Productivity
d. Burden of Performance
e. Fairness

Examples:

13. Joe Narzelli was a fullback on a high school football team. He was able to score a touchdown because this time each of his team members performed his task correctly. This responsible behavior benefited Joe as well as the team. Which of the above choices best identifies this benefit of responsible behavior?

14. Nancy must have her appendix removed. Because her surgeon is very capable and performs responsibly and assuming that there are no unforseen complications, Nancy expects her operation to be a success. Which of the above choices best identifies this benefit of responsible behavior?

15. Two workers, equally qualified and experienced, have the same job duties and responsibilities. Both perform equally well on their jobs. For these reasons they receive the same pay. Which of the above choices best identifies this benefit of responsible behavior?

USE THE CHOICES BELOW TO ANSWER QUESTIONS 16-18.

Choices:

a. Freedom
b. Security
c. Expectations
d. Constraints on unencumbered choices
e. Accountability

Examples:

16. Jane does a good job in her work inspecting manufactured sailboats because each boat she inspects carries her identification number. This benefits people who buy these sailboats. Which of the above choices best identifies this benefit of responsible behavior?

17. In a letter to Frederick the Great, the French philosopher, Voltaire said, "I disapprove of what you say, but I will defend to the death your right to say it." Voltaire thus expressed a benefit of responsibility. Which of the above choices best identifies this benefit of responsible behavior?

18. Winston Churchill's acceptance of his responsibility as Prime Minister and leader of Great Britain during World War II enhanced the feeling of safety and well-being of the British people. The British benefited from Churchill's responsible behavior. Which of the above choices best identifies this benefit of responsible behavior?

USE THE CHOICES BELOW TO ANSWER QUESTIONS 19-23.

Choices:

a. Economic
b. Familial
c. Interpersonal
d. Political
e. Professional

Examples:

19. A company properly disposes of waste from its industrial plant because it desires to improve the environment. The company practices which of the above types of responsibility?

20. A physician who rushes away from a birthday party being held in his honor to help someone who is seriously ill demonstrates which of the above types of responsibility?

21. A senator who votes in order to favor a special interest group, and against what he knows to be the best interest of his constituents violates which of the above types of social responsibility?

22. Two children in Chicago recently killed their father because they wanted to go on a spending spree. Which one of the above types of responsibility did they violate?

23. When people are responsible by respecting the privacy and property rights of others, they are using which of the above types of social responsibility?

Directions: Decide if each entry in Column I is a benefit or cost of responsible behavior. Match the entries in Column I with the choices in Column II by darkening the spaces under the letter of your choice, on the answer sheet. The choices in Column II may be used once, more than once or not at all.

Column I	Column II
24. Accountability	a. Benefit
25. Burden of Performance	b. Cost
26. Expectations	c. Both a benefit and cost
27. Fairness	d. Neither a benefit nor cost
28. Freedom	
29. Guilt and Shame	
30. Judgment	
31. Self-esteem	

Directions: Match the situations in Column I with the choices in Column II by darkening the space under the letter of your choice on the answer sheet. Entries in Column II may be used once, more than once or not at all.

Column I	Column II
32. Arriving late for a wedding because you obeyed the speed limit	a. Benefit
33. Delaying the purchase of an automobile you would like but do not need in order to pay for further schooling	b. Cost
34. Only having to do your share of the work because others have done their share	c. Neither benefit nor cost
35. Punching a police officer who stops you for speeding	
36. Receiving recognition for a job well done	
37. Smashing someone's car window for the fun of it	

Directions: Match the criteria in Column II with the entries in Column I by darkening the spaces under the letter of your choice, on the answer sheet. The choices in Column II may be used once, more than once or not at all.

Column I: Statements or Phrases	Column II: Criteria
38. A person's actions directly affect the outcome of the event.	a. Choice
39. Being excused from one responsibility in order to be able to meet another	b. Knowledge
40. Being able to select a course of action in given situation	c. More compelling responsibility
41. Economically expending effort and thereby reducing waste	d. Obligation
42. Having an understanding of the probable consequences of a certain behavior	e. None of the above
43. There is a legal, moral or political duty to act.	

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Directions: Which of the following actions is likely to encourage responsible behavior? If your answer to a question is yes, darken the space under 'a' on your answer sheet; if it is no, darken the space under 'b'.

44. Allowing confusion concerning the consequences of irresponsible behavior

45. Allowing participation in decision making

46. Being entrusted with responsibility

47. Establishing fair rules

48. Establishing rules to suit the boss's whims

49. Expecting people to do their jobs without ever being praised

50. Using every opportunity to berate an individual on what a poor job he is doing

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST. THANK YOU.

RESPONSIBILITY PRE TEST

GRADE 11

FALL 1980

ITEM #	ITEM DIFFICULTY	ITEM DISCRIMINATION	CHOICES PERCENTAGE SELECTING EACH A	B	C	D	E	OTHERS
1	.81	.45	5.5	1.0	8.3	81.0		4.3
2	.87	.44	1.3	4.5	3.8	86.9		3.5
3	.76	.42	76.4	6.4	5.8	7.8		3.6
4	.58	.24	32.2	3.1	57.7	3.1		3.8
5	.92	.50	0.7	0.2	2.8	92.2		4.1
6	.86	.41	1.3	5.1	86.1	3.6		3.8
7	.12	.05	22.5	32.9	27.8	12.2		4.6
8	.48	.25	47.6	20.0	10.4	17.2		4.9
9	.37	.15	7.1	37.2	34.9	16.7		4.1
10	.27	.12	33.9	4.6	30.2	27.3		3.9
11	.55	.24	11.2	10.9	55.2	19.0		3.7
12	.43	.24	21.0	18.0	42.8	9.9	4.0	4.3
13	.59	.38	8.9	5.6	59.2	16.0	6.1	4.1
14	.47	.26	24.0	47.3	13.2	10.7	0.5	4.3
15	.64	.40	6.1	2.8	16.4	6.6	63.6	4.4
16	.32	.26	3.0	29.9	22.3	6.9	32.2	5.7
17	.58	.42	58.2	6.6	10.4	15.9	4.3	4.6
18	.53	.34	6.9	52.6	17.2	7.1	9.4	6.8
19	.59	.19	58.8	5.0	9.1	3.5	18.5	5.2
20	.74	.48	2.5	4.6	12.9	2.1	74.0	3.8
21	.73	.41	2.3	2.8	12.7	73.4	4.1	4.6
22	.70	.38	4.0	70.1	14.2	2.8	0.7	8.3
23	.73	.44	5.6	9.8	72.6	5.0	2.1	5.0
24	.23	.03	44.8	15.4	22.6	8.6		8.7

25	.33	.24	12.7	33.2	22.5	20.8		10.8
26	.25	.08	24.5	11.7	31.7	24.6		7.5
27	.49	.31	49.4	4.6	22.8	16.2		6.9
28	.54	.35	54.2	4.3	20.7	13.6		7.3
29	.40	.28	5.1	40.0	11.2	31.6		12.1
30	.25	.09	23.6	7.3	36.9	24.8		7.5
31	.43	.29	42.6	6.8	21.8	20.2		8.6
32	.25	.22	39.5	25.1	22.8			12.6
33	.32	.12	38.0	32.1	14.9			15.1
34	.48	.33	47.6	4.6	36.7			11.1
35	.27	.17	4.0	51.6	26.6			17.9
36	.81	.49	81.0	2.5	5.3			11.3
37	.34	.20	1.7	44.5	33.6			20.4
38	.22	.18	21.2	15.5	14.9	13.1	21.7	13.7
39	.50	.28	19.8	3.1	49.6	12.4	4.5	10.5
40	.47	.34	45.6	19.2	8.1	7.1	3.3	16.7
41	.22	.21	10.4	23.3	17.9	22.1	22.1	4.1
42	.64	.51	7.4	64.0	11.4	6.8	6.8	3.6
43	.48	.38	11.2	11.1	14.9	48.3	10.1	4.5
44	.70	.40	23.1	69.9				6.9
45	.83	.52	83.1	10.1				6.8
46	.74	.42	74.0	19.2				6.8
47	.87	.57	86.6	6.8				6.6
48	.77	.48	16.4	76.7				7.0
49	.73	.43	20.5	72.6				6.9
50	.79	.52	13.2	79.2				7.6

# of students = 605 Mean = 26.96 Standard Deviation = 8.13

Reliability = .86

RESPONSIBILITY POST TEST

GRADE 11

SPRING, 1981

ITEM #	ITEM DIFFICULTY	ITEM DISCRIMINATION	CHOICES PERCENTAGE SELECTING EACH A	B	C	D	E	OTHERS
1	.93	.07	2.3	--	4.5	93.2		
2	.82	.43	--	13.6	4.5	81.8		
3	.66	.33	65.9	11.4	9.1	13.6		
4	.55	.04	40.9	2.3	54.5	2.3		
5	.93	.26	--	4.5	2 3	93.2		
6	.89	.49	4.5	--	88.6	6.8		
7	.20	.28	13.6	25.0	40.9	20.5		
8	.48	.06	47.7	9.1	20.5	22.7		
9	.43	.39	6.8	43.2	25.0	25.0		
10	.11	-.11	40.9	6.8	38.6	11.4		2.3
11	.57	.21	9.1	15.9	56.8	18.2		
12	.43	.22	20.5	22.7	43.2	9.1	4.5	
13	.66	.51	11.4	4.5	65.9	13.6	4.5	
14	.41	.17	34.1	40.9	13.6	11.4		
15	.64	.41	4.5	6.8	15.9	9.1	63.6	
16	.48	.49	2.3	22.7	22.7	2.3	47.7	2.3
17	.52	.35	52.3	13.6	9.1	18.2	6.8	
18	.48	.25	11.4	47.7	25.0	9.1	6.8	
19	.55	.09	54.5	9.1	15.9	--	20.5	
20	.66	.51	2.3	2.3	15.9	11.4	65.9	2.3
21	.59	.32	6.8	13.6	20.5	59.1		
22	.73	.21	4.5	72.7	11.4	9.1	2.3	
23	.68	.37	6.8	20.5	68.2	2.3		2.3
24	.27	-.28	45.5	25.0	27.3			2.3
25	.36	.09	9.1	36.4	27.3	20.5		6.8
26	.27	.30	25.0	9.1	34.1	27.3		4.6
27	.64	.34	63.6	4.5	18.2	9.1		4.6

28	.52	.40	52.3	6.8	22.7	15.9		2.3
29	.43	.20	4.5	43.2	18.2	27.3		6.8
30	.23	-.01	22.7	15.9	31.8	22.7		6.8
31	.45	.31	45.5	9.1	29.5	13.6		2.3
32	.18	-.06	59.1	18.2	15.9			6.9
33	.34	-.14	40.9	34.1	20.5			4.5
34	.36	.12	36.4	11.4	47.7			4.6
35	.23	-.03	4.5	59.1	22.7			13.7
36	.80	.43	79.5	9.1	6.8			4.5
37	.32	-.04	6.8	54.5	31.8			6.9
38	.14	.14	22.7	22.7	22.7	13.6	13.6	4.5
39	.52	.31	18.2	6.8	52.3	18.2	2.3	2.3
40	.48	.34	47.7	34.1	9.1	4.5	2.3	2.3
41	.18	.13	13.6	27.3	15.9	20.5	18.2	4.5
42	.57	.51	6.8	56.8	11.4	13.6	6.8	4.5
43	.39	.39	18.2	13.6	15.9	38.6	4.5	9.1
44	.66	.24	25.0	65.9				9.1
45	.73	.36	72.7	15.9				11.4
46	.61	.42	61.4	29.5				9.1
47	.80	.49	79.5	11.4				9.1
48	.66	.34	25.0	65.9				9.0
49	.64	.24	25.0	63.6				11.3
50	.70	.52	18.2	70.5				11.3

SUMMARY STATISTICS

# of Students = 44 Mean = 25.86 Standard Deviation = 7.09

Reliability = .81